

ABSTRACT
SOCIAL WORK

BREAUX, ANJONETTE M.

B.A. MORRIS BROWN COLLEGE, 1998

AN EXPLORATORY STUDY OF FACTORS THAT CONTRIBUTE TO
DELINQUENT BEHAVIOR ASSOCIATED WITH PEER PRESSURE
AMONG AFRICAN-AMERICAN MALE ADOLESCENTS

Advisor: Naomi T. Ward

Thesis dated May 2004

This study examines whether or not peer pressure, parental involvement, environment, and self-esteem affect delinquent behavior among African-American male adolescents between the ages of 13 and 15. Delinquency among African-American males is a major concern to society.

One questionnaire, consisting of 31 questions, was administered to 30 participants. The questions referred to the participants' background information, parental involvement, environment, and self-esteem. The results were analyzed utilizing frequency distribution, cross-tabulation, and Chi-Square.

The findings suggest that there is no significant relationship between delinquent behavior and peer, parental involvement, environment, and self-esteem among African-American male adolescents. However, peer relations were identified as having the strongest relationship to delinquent behavior.

AN EXPLORATORY STUDY OF FACTORS THAT CONTRIBUTE
TO DELINQUENT BEHAVIOR ASSOCIATED WITH PEER
PRESSURE AMONG AFRICAN-AMERICAN MALE
ADOLESCENTS

A THESIS
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SOCIAL WORK

BY
ANJONETTE M. BREAUX

DEPARTMENT OF SOCIAL WORK

ATLANTA, GEORGIA

MAY 2004

2175

© 2004

ANJONETTE M. BREAU

All Rights Reserved

ACKNOWLEDGEMENTS

First, I would like to thank GOD for giving me the strength and comforting me through my many nights, of confusion, frustration, and tears. A special thanks to my Administrator Annette Butler, Supervisor Linda Rollins, co-worker and friend Tonia Kelly, and Unit II- Gloria Marcus, Harriett Calhoun-Pryor, Cassandra Belezair, and Obie Mitchell. A very special thanks to Audrey Richards. To my son, Derell Bullock, thanks for being patient and understanding when mom was coming home late nights from class. I would also like to thank my sister, Chandra Fussell, brother, Clifford Breaux, and best friend, Teresa Walker for their many words of encouragement. I thank my thesis advisor, Professor Naomi T. Ward, for proving me with the guidance and assurance that this could be done. Appreciation is extended to my cousin, Steven Evans, for giving me that extra push when I was about to give up. A special prayer for my cousin, Sherron Dixon, who had a stroke and has shown me that life is very valuable and to never give up. Lastly, I must thank my mother, Sharon Johnson, who has been there for me in my darkest nights; you have provided me the foundation to survive and given me the strength to live; you have supported me in ways that proved to me that a mother's love is the greatest love of all.

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENTS	ii
LIST OF FIGURES	v
LIST OF TABLE	vi
CHAPTER	
I. INTRODUCTION	1
Statement of the Problem	1
Background of the Problem	2
Purpose	3
Significance of the study	4
II. REVIEW OF LITERATURE	6
Peer Pressure	6
Affiliation with Delinquent Peers	7
Parental Involvement	9
Environment and Delinquent Behavior	11
Self-esteem and Delinquent Behavior	11
III. CONCEPTUAL FRAMEWORK	13
Statement of Research Questions	14
Hypothesis	14
Operational Definitions	15
IV. METHODOLOGY	16
Site and Setting	16
Sample	17
Measure	19
Design	21
Procedure	21
Data Analysis	22

TABLE OF CONTENTS CONTINUED

V.	PRESENTATION OF FINDINGS	24
	Demographics.....	24
	Variables.....	26
	Peer Pressure	26
	Parental Involvement.....	28
	Environment	30
	Self-esteem	31
VI.	DISCUSSION AND IMPLICATIONS OF FINDINGS.....	33
	Direction for Further Research.....	34
	Limitation of the Study.....	34
	Implications for Social Work Practice	35
	APPENDIX.....	37
	Appendix A: Signed Consent Form	37
	Appendix B: Acceptance Form	38
	Appendix C: Questionnaire	39
	Appendix D: Informed Consent Form.....	46
	Appendix E: Tables of Variables	47
	REFERENCES	56

LIST OF FIGURES

FIGURE

1.	Have you Ever Cut School Because your Friends Cut School.....	27
2.	Have you Ever been Suspended with Friends for Cutting School	28
3.	My Parent(s) are Very Involved in My Life.....	29
4.	I Have a Good Relationship with My Mother, Father, or Caretaker	30
5.	Participants Living Environment.....	30
6.	I Have a Positive Attitude Toward Myself.....	31

LIST OF TABLES

FIGURE	PAGE
1. Demographics (n=30).....	25

CHAPTER ONE

INTRODUCTION

This study examined the different aspects of parental involvement, environment, and self-esteem as they relate to delinquent behavior associated with peer pressure among African-American male adolescents. This examination begins by presenting the statement of the problem, background of the problem, purpose, and the significance of the study.

Statement of the Problem

Delinquent behavior by African-American male adolescents is of special concern to society because of their overrepresentation in juvenile detention centers and adult prisons, morbidity and mortality statistics, and reports of academic underachievement (Centers for Disease Control and Prevention, 2000). In 1997, African-American adolescents represented about 15 percent of the total U.S. adolescent population, but they represented 41 percent of juvenile delinquency cases involving detention and 52 percent of juvenile delinquency cases judicially waived to criminal court (Snyder & Sickmond, 1999). African-American males are more likely to be arrested than any other group.

Various theories have been proposed to explain the differences in delinquency rates for African-Americans and whites. One theory includes targeting of minority populations by police (Males, 1998); another suggests that ethnicity is not an important

causal factor (Quay, 1997), but that African-Americans and whites differ on a number of precursors to delinquency. These precursors may include low family income and poor parental behavior. It has been argued that because of the high proportion of African-American single-parent households, there is less parental control and supervision (McAdoo, 1998).

Therefore, this study was developed in an effort to gain an understanding about African-American male adolescents and to examine if they are in fact, influenced by peer pressure leading to delinquent behavior. Furthermore, the study investigated the relationship between parental involvement, environment, and self-esteem as these relate to delinquent behavior.

Background of the Problem

Delinquency, such as school misbehavior, drug usage, and weapon carrying, is a disturbing issue confronting adolescents, parents, and teachers alike. It is estimated that in the United States, 1,234 youths run away from home and 2,255 teenagers drop out of school each day (Thomas, 2001). Every five minutes a youth is arrested for some type of violent crime, and every two hours a child is killed by a gun (Edelman, 1995).

Continued efforts to decrease the number of delinquent acts have led many researchers to investigate the underlying factors that may lead youth to act out in delinquent ways. Indeed, many factors have been suggested to have correlational and/or causal links to delinquency. Webber, (1997), has suggested that these can essentially be reduced to three fundamental factors: societal, individual, and/or family.

Background of the problem seeks to show the demographics of African-American male adolescents between the age of 13 and 15, to include more individualized variables, such as parental involvement, environment, and self-esteem as it relates to delinquent behavior.

Purpose

The purpose of this study was generated in an effort to gain further knowledge about delinquent behavior among African-American male adolescents between the ages of 13 and 15, to determine those attributes that may affect this type of delinquent behavior as it relates to peer relations, parental involvement, environment, and self-esteem. In addition, despite the many influences on adolescents, this study was developed in an effort to examine the factors that contribute to delinquent behavior in relation to peer pressure among African-American male adolescents. Furthermore, the study investigates the relationship between parental involvement, environment, and self-esteem as they relate to delinquent behavior of African-American adolescents.

The findings of this study can possibly be used in social work practice. This study expects to help social workers become aware of factors significantly influencing relationships that may cause juvenile delinquency. Perhaps this observation will develop a treatment plan, which incorporates parental involvement, and unequivocal environment, and self-esteem for African-American male adolescents, to exhibit delinquent behavior.

Significance of the Study

There were several findings observed that were not consistent with the studies about parenting and delinquent behavior among African-American male adolescents (Giodano, 1987 & Griffen, 1999). There were several studies observed with more general adolescent samples, which suggest that an “authoritative” style of parenting deters delinquent behavior by adolescent children (Baumrind, 1991; Jackson, Henriksen, & Foshee, 1998).

As social work students learn more about themselves professionally, they also will begin to explore such areas of need as it relates to African-American male adolescents. Social workers in field should be knowledgeable of factors that contribute to delinquent behavior among this group. Consequently, relevant research about related areas, including parental involvement, environment, and self-esteem of male adolescents, as it relates to delinquent behavior, will all be considered to provide an understanding of delinquent behavior by African-American male adolescents.

This study seeks to provide information regarding factors that contribute to delinquent behavior among African-American male adolescents. A significant amount of research is needed on this population as it relates to African-American male adolescents and delinquent behavior.

Chapter two of the study provides an overview of the existing empirical research on delinquent behavior as it relates to peer- pressure and as well as the limitations of the studies specific to this study. The third chapter describes the conceptual framework, research question, and hypothesis. The social control theory was applied in an effort to

support the topic discussed. Chapter four describes in depth, the methods used to conduct the study, including the setting, sample, measure, design, procedure, and data analysis.

Chapter five discusses the findings as they relate to the literature and draws conclusions about the study credibility and an analysis of the data, as well as presentation of the findings using both graphs and tables. Finally, the sixth chapter discussion and the implications of the study's findings as they relate to social work practice.

CHAPTER TWO

REVIEW OF LITERATURE

Although, much is known about the relationship between delinquent behavior and peer pressure, there is a great need for further research in the area of African-American adolescent males. The rate of delinquent behavior among African-American male adolescents is steadily on the rise (Loeber, 1997). This section reviews the relevant empirical literature on peer pressure, affiliation with delinquent peers, parental involvement, environment, and self-esteem in an effort to gain insight into what variables influence African-American male adolescents to participate in such behavior.

Peer Pressure

Peers are the individuals with whom a child or adolescent identifies and who are usually, but not always, of the same age group. Peer pressure occurs when the individual experiences implicit or explicit persuasion, sometimes amounting to coercion, to adopt similar values, beliefs, and goals, or to participate in the same activities as those in the peer group (Gale Encyclopedia, 1998).

Peer pressure is strongly associated with the level of academic success, drug and substance use, and gender role conformity. The level of peer influence increases with age, and resistance to peer influence often declines as the child gains independence from family or caretakers, yet has not fully formed an autonomous identity (Gale

Encyclopedia, 1998). Peer pressure similarly compels students of all ethnic backgrounds to engage in other at risk behaviors such as cigarette smoking, truancy, drug use, sexual activity, fighting, theft, and daredevil stunts.

Affiliation with Delinquent Peers

In addition to parenting and father absence, affiliation with delinquent peers may be an important determinant of delinquent behavior among African-American male adolescents. However, few studies have investigated this relationship specifically with African-American males (Paschall, 2001). In a study, Paschall found a strong association between delinquent behavior and violent behavior among African- American males, and found that African-American male adolescents included the delinquent behavior in responses regarding propensity for violent behavior.

In recent years there has been growing interest and speculation about the importance of children's peer relationships for the development and stability of antisocial behavior (Loeber & Hay, 1997). A key factor that has been linked with antisocial and risk-taking behavior in adolescence is adolescent involvement with deviant peers.

According to Bukowski (1997), strong evidence exists to suggest that adolescents who socialize and form friendships with deviant peers are at increased risk of developing a wide range of psychosocial adjustment problems. This includes conduct problems, substance use, criminal offending, school failure, teenage pregnancy, and the formation of intimate relationships with deviant partners (Bukowski, 1997). Affiliation with delinquent peers has also shown to contribute significantly to psychosocial risk over and above effects of early conduct problems (Fergusson & Horwood, 1999). Collectively,

these findings provide compelling evidence to suggest that adolescent involvement with deviant peers may both help to maintain existing child behavior problems and encourage the development of new forms of delinquent behavior in adolescence.

Warr and Stafford (1991), conducted a study in which they compared the relative effects of peer attitudes and peer behaviors on adolescents' own behavior. They also examined the congruence between peers attitudes and behaviors and their effects on delinquent behavior of other adolescents. They speculated from Sutherland's study (1947), that there are mechanisms by which delinquency is socially transmitted, such as the effects of peer attitudes and behaviors. Although, delinquency is not primarily a consequence of attitudes acquired from peers, it stems from other social learning mechanisms such as imitation, or vicarious reinforcement, or delinquent groups to conform (Warr & Stafford, 1991).

Numerous studies have indicated that the more delinquent friends an adolescent has, more than likely they may be engaged or involved in delinquent behavior. There was another study that was conducted on interactive effects or peer variables in delinquency (Agnew, 1991). In this study it was found that the impact of delinquent peers on delinquency is conditioned by three factors. These factors are attachment to peers, time spent with peers, and the ways in which peers present delinquent behavior. In consistent findings, adolescents association with delinquent peers are more likely to be delinquent themselves.

Several studies have shown strong links between affiliation with deviant friends and adolescents' delinquent behaviors (Agnew, et al., 1991). For example, Elliott (1996)

showed that the initiation of delinquency for most 12 and 14 year olds begins with deviant peer association. Several other studies looked at variables that predict association with deviant friends or the immediate link between association with deviant friends and subsequently delinquency (Brendgen, 1998). In contrast, few studies examined variables that might moderate the influence of deviant friends of delinquency.

Parental Involvement

Previous literature, suggest that attachment to parents is a major influence of the children's world. They are often emotionally traumatized. Physically, they are affected by economic changes; almost 2 million of the 72 million minor children in the United States have a parent who is currently incarcerated.

This is an increase of almost a half a million since 1991 (U.S. Department of Justice, 2000). Ninety-three percent of the incarcerated parents are fathers. Black children are nine times and Latino children three times more likely to have an incarcerated parent than are White children (U.S. Department of Justice, 2000). Over 750,000 black children, 400,000 white children, and 300,000 Latino children have fathers who are imprisoned (U.S. Department of Justice, 2000). With an ever-growing prison population in the United States, the number of children who will be directly affected by their parents' incarceration is likely to increase. Some of these children will spend a few years experiencing their fathers' incarceration. Others will grow up into adulthood while their fathers remain incarcerated. Many will be permanently scarred by their fathers' incarceration (Hairston, 1998).

The impact of incarceration can affect every aspect of a child's life. The spillover of incarceration affects the children's school performance, behavior, peer relationships, sense of self, and feelings about the future. Statistically, the children of incarcerated parents are five times more likely to be incarcerated than other children (Schneller, 1998; U.S. Department of Justice, 2000). Even almost two decades ago, Thornberry (1987) argued that attachment to parents has a stronger influence on the life of a youth during early adolescence than it does at later ages because the family is the most salient arena for social interaction of youth at these relatively early ages. Specifically, the children's attachment to parents is expected to have strong effects, both directly and indirectly (through commitment to school and association with delinquent peers), on delinquent behavior.

Research and theory suggest that parenting is an important determinant of delinquent behavior among adolescents in general (Baumrind, 1991), and among young African-American males in particular (Mincy, 1994). Poor parental supervision and monitoring, harsh and/or inconsistent disciplinary practices, infrequent parent-adolescent communication, and poor parent-adolescent relations have been shown to be associated with higher levels of African-American male adolescents (Griffen, et al., 1999). Change in family structure is another factor considered in adolescent behaviors.

The increase in the number of families headed by single mothers has led to a dramatic change in family structure in the United States over the past several decades, and the swift rise in the number of African-American households headed by women since 1970 is an even more notable phenomenon (McAdoo, 1998). These

changes have resulted in speculation about fathers incarcerated and the affect of single and two parent households.

There has been a great deal of concern about the absence of fathers from African-American families and the negative effect this might have on the development of young African-American males (Gibbs, et al., 1998; Mincy, 1994). Single African-American mothers often have limited financial resources, greater social isolation, and fewer coping resources than mothers in a two-parent family, which may limit their ability to monitor, supervise, and communicate effectively with their children (McLoyd, 1994; Taylor, 1991).

Environment and Delinquent Behavior

Several studies have linked delinquent behavior to factors in the family and social environment in childhood (Rodney, 2002). Theorists who postulate the control consider the quality of child socialization within the family as the fundamental determinant of delinquent behavior.

Hirschi's (1969) social control theory specified several avenues by which youth might be bonded to society, and identified attachment to others, particularly parents, as the primary social bond. The theory suggests that delinquents possess weak attachments to parents and values that, in turn, promote attachments to peers, teachers, and other authority figures.

Self-esteem and Delinquent Behavior

The poorer black communities have been characterized by social and family disorganization with consequent negative effects on self-image; however, a contrasting

paradigm views the black community not as a deficient or pathological environment but as an alternative culture, containing its own distinctive institutions and family forms (Porter & Washington, 2001). It suggests that individuals in this culture are actively socialized into a positive, supportive tradition. Although this model also exists in the sociological literature, the major proponents of this paradigm of personal self-esteem have been African- American psychologists, who have criticized white psychologists for ignoring the black experience and interpreting it in the context of white norms and culture (Porter & Washington, p. 23).

Self-esteem is a well-established correlate of positive adjustment for children and adolescents (Pope, 1988). Yet, the associations found generally have not been large in magnitude, and thus have left a substantial portion of the variance in criterion measures to be accounted for by factors other than self- esteem.

Dating back to 1934, delinquent behavior has been a concern of society. According to Mead (1934), delinquent behavior and self- concept is a by- product of social experience, whereby one comes to define one's self through accumulation and synthesis of opinions, judgments, speech, and behaviors directed toward one by others. In this view, one is a person because one is a member of a community. Mead further suggested that the self emerge through the internalization of the norms, rules, and standards of the group. Once formed, the self continues to develop as it gains an understanding of the group's outlook toward activities and goals. This understanding then permits a self-reflective stance. The words, gestures, and attitudes of the internalized other permit the objectification of the self, necessary for analytic thought.

CHAPTER THREE

CONCEPTUAL FRAMEWORK

Although, the literature on delinquent behavior had not provided clear support for any one theory, empirical evidence indicates that Hirschi's (1969) social control theory is a promising perspective for further research. Hirschi suggests that children who are attached to conventional significant others are committed to conventional goals or success. It is further believed that they are involved in conventional activities.

The theory of social control is incorporated to help explore why African-American male adolescents participate in juvenile delinquency. The theory of social control, developed by Travis Hirschi (1969), suggested that it is the individual's social bond to society that prevents the individual from deviating. When social bond, consisting of attachment, commitment, involvement, and belief, is weakened, delinquent behavior is the result. It was further suggested that attachment to parents, attachment to school, and attachment to conforming peers act as deterrents to delinquent behavior. Research findings tend to support his argument that attachment to parents and attachment to school will deter individuals from being deviant (Hirschi, 1969). For example, a child's decision to participate in delinquent activity is influenced by what one determines as severe repercussions as a result of the action taken.

Gottfredson (1990) believes that classical theories are control theories and also general theories. It was further believed that there are stable individual personality differences in offending patterns, but he also believe in versatility (Gottfredson, 1990).

Versality means that any kind of crime can be predicted from evidence of social control early in life. It also means that crime can be reliability measured by various forms of deviance, given that there is no other evidence of offender specialization (Gottfredson, 1990).

Lastly, this study seeks to gain information about those attributes that may affect delinquent behavior among this group.

Proposed Study

The proposed study seeks to determine if there are, in fact, other variables not included in current literature that may influence African- American male adolescents to participate in delinquent behavior, other than peer pressure. For this study, three variables will be measured to assess delinquent behavior, these variables are (1) parental involvement, (2) environment, and (3) self-esteem. The dependent variable is peer pressure and the independent variables are parental involvement, environment, and self-esteem.

Hypothesis

The key hypothesis of this study was:

HO: Peer pressure, parental involvement, environment, and self- esteem have no effect on African-American male adolescents decision to participate in delinquent behavior.

HA: Peer pressure, parental involvement, environment, and self- esteem have an effect on African American male adolescents to participate in delinquent behavior.

Operational Definitions

Adolescence - The period between physical and psychological development between childhood and adulthood (Webster's Dictionary, 2000). A period of time that a group of individuals experience development between the ages of 12 and 15 (Baumrind, 1991).

African-American - Of or pertaining to American blacks of African ancestry (Webster's Dictionary, 2000). Those belonging to the same ethnicity, culture and historical background (McAdoo, 1998).

Behavior - Anything that an organism does involving action and response to stimulation; the response of an individual, group, or species to its environment (Webster's Dictionary, 2000).

Delinquency - Failing to do what is required; conduct that is out of accord with accepted behavior or the law (Webster's Dictionary, 2000).

Peer - One who has equal standing with another; one belonging to the same societal group (Webster's Dictionary, 2000). Association with those belonging to the same age group (Bukowski, 1997).

CHAPTER FOUR

METHODOLOGY

This chapter describes in specific detail the methods that were used to conduct this study. This section includes a discussion of the site and setting, sample, measure, design, procedures, and the data analysis used in the study. The chapter concludes with a summation of the methods.

Site and Setting

The site was a local youth detention center located in Atlanta, Georgia. The setting was Metro Youth Detention Center. All 30 participants were African-American male adolescents, and between the ages of 13 and 15. Permission to conduct the study was given by the Director of the Office of Technology and Information Services and the Acting Commissioner (Appendix A). The researcher was required to sign an acceptance form (Appendix B).

The study took place in the visiting area at Metro Youth Detention Center. A meeting was held with the sampled population to explain the nature of the study and to seek participants for the study. Upon arrival researcher met with the Director and explained the sampled population needed and the nature of the study.

The director made contact with correctional officers and advised them to bring only male adolescents between the ages of 13 and 15 to the visiting area. Once the

adolescents arrived, they sat in the chairs around the tables, researcher introduced herself and explained the nature of the visit. There were a total of 45 African-American male adolescents present for the meeting. Of the 45 participants, 30 participants volunteered by raising their hands when asked by the researcher who would like to volunteer for this study. From the 45, 30 agreed to participate. From the sampled population of 30, 11 were 13-year olds, 11 were 14-year olds, and 8 were 15-year olds agreed to participate in the study. It was explained the data would be collected by administering a 31-item questionnaire, the information provided would be used strictly for this study, the data collected from this study was confidential, 30 minutes would be allowed to complete the questionnaire, questions would be read aloud by the researcher, omit name on questionnaire, and no question should be left unanswered. There were no particular seating arrangements, however, there were 10 participants per table. There were 4 correctional officers present at the time the study was conducted. The researcher administered the questionnaire to the 30 participants. When the questionnaire was completed the researcher collected the questionnaire from the 30 participants, thanked the 30 participants for their time, the 30 participants were led back to their designated areas, and the researcher was dismissed by a correctional officer.

Sample

Thirty participants from Metro Youth Detention Center were sampled for this study. This was a nonprobability sample, meaning it is not possible to calculate the likelihood that a given person or element will be selected. The convenience sample method was used to conduct this study. This convenience sample was chosen because

the sampled population, happen to be readily accessible to the researcher. It was more convenient to target a group housed in one location, rather than attempting to gain consent forms of 30 parents in hopes of gaining a sufficient amount of participants needed for this study. The sample included 30 African-American male adolescents between the ages of 13 and 15. The youths were chosen by conducting a meeting in the visiting area at Metro Youth Detention Center. The researcher explained to the group that a study was being conducted regarding peer pressure and delinquent behavior; those who were interested in participating were allowed to do so. The consent form was signed by Director of the Office of Technology and Information Services (Appendix A).

A pretest validated the final questionnaire, which consisted of a 35-item questionnaire was administered to 6 African-American male adolescents prior to the 31-item questionnaire being administered to the sampled population. The questionnaire was composed in Research Methods spring semester under the instructor, Dr. Sarita Davis. Of those six participants, two were 13 years old, two were 14 years old, and two were 15 years old.

The pretest population came from friends of the researcher, who had African-American male adolescents between the ages of 13 and 15 and who agreed by signing consent forms for their child to participate in the questionnaire. Because of the results from the pretest, four questions were deleted.

Measure

The instrument used to collect these data were a 31-item questionnaire. There was a pretest consisting of a 35-item questionnaire administered to 6 African-American male adolescents and the pretest was validated by the researcher administering a similar questionnaire 2 years ago to the same age group. Participants from the pretest and previous participants found the questions to be easily understood and easy to read. There were no questions after either group for the researcher to explain from questionnaire.

Researcher was able to validate that the variable within this study could be measured after the questionnaire. The pretest was administered to the 6 African-American male adolescents on December 30, 2003. The pretest took place in a residential living room, which at this time the participants were allowed 30 minutes to complete the questionnaire. The researcher explained confidentiality to the participants at this time.

The Acting Commissioner of Metro Youth Detention Center who observed the questionnaire. It was recommended that some items be corrected, prior to the questionnaire being administered to the sampled population, as well as, and participant's name on should not appear on questionnaire, Department of Juvenile Justice will be able to read the report before it is submitted, questionnaire will be destroyed following completion of study, and suggest changing many of the question response choices from true or false to yes or no because of the wording of many of the questions. Of the 35 questions from the pretest questionnaire, 4 questions were deleted because the researcher observed that they were repetitive to other questions on the questionnaire.

The final questionnaire for the study was comprised of 31 questions. Questions 1-3 addressed demographics, questions 5-15 addressed the participants involvement with delinquent behavior associated with peer pressure, questions 16-21 and 24-25 addressed the parental involvement, questions 22-23 addressed the participants environment, and questions 26-31 addressed the participants self-esteem (Appendix E).

The questions contained a mixed response format consisting of multiple choices and Likert-type response questions. The survey was generated to gain background demographic information about the participant's as well. Many of the questions had either yes or no answers because of the participants' age and ability to understand the questionnaire. This allowed the participants to move swiftly through the questionnaire and to ensure that they had time to answer all the questions completely.

The instrument was pretested on 6 male adolescents prior to the collection of data corrections were made to ensure its reliability.

The construct validity of the measure may have been reduced because of variables, other than those specifically tested in this research. The variables may have contributed to each participant's involvement in delinquent behavior as it related to peer pressure. However, this threat was minimized by the implementation of the pretest group, which was a group of 6 African-American male adolescents that completed the questionnaire prior to it being administered.

Design

The design notation for this study is X O where X is equal to the participant's involvement in delinquent behavior, as it relates to peer pressure, parental involvement, environment, and self- esteem. The O is equal to the measure.

The internal validity of the research design may have been threatened by the fact that variables, other than the ones examined in this study, could have possibly contributed to the participant's delinquent behavior as it relates to peer pressure. Some examples may include the participant's circle of friends, as well as their perception of delinquent behavior. Therefore, there are moderate threats to the internal validity of the design. However, effort was made to reduce this threat by asking questions related to some of the variables on the pretest questionnaire.

Procedure

The data was collected on January 15, 2004, from 5:30p.m. to 6:00p.m. at the setting of Metro Youth Detention Center. There were 30 participants included in the sample for this study. All 30 of the participants were African-American male adolescents, between the ages of 13 and 15. A convenience sample was used because of the accessibility to the researcher. A meeting was conducted by the researcher at the setting of Metro Youth Detention Center, and at this time it was explained the purpose of the study and confidentiality. The site where the study took place was in the visiting area at Metro Youth Detention Center.

There were 45 African-American male adolescents, between the ages of 13 and 15 and 4 correctional officers. The researcher explained that 30 participants would be included in the study. Of the 45 African-American male adolescents between the ages of 13 and 15, 30 agreed by voluntarily raising their hand. The researcher explained that the data collected were strictly for this study, information were confidential, names were not to be written on questionnaire, and attempts should be made to answer all questions. The researcher administered the questionnaire to participants at the time of visit at Metro Youth Detention Center. Data were collected only once at the meeting.

One limitation to collecting the data during the scheduled meeting time was that the participants may have had their minds focused on recreation, which may have hampered their concentration. Furthermore, participants may have rushed in an effort to complete the survey. Efforts were made to decrease these limitations, by making all participants aware that the meeting would not adjourn until the entire thirty minutes were over, whether or not everyone had completed the survey. This was done to eliminate rushing the survey.

Data Analysis

The study compares parental involvement, self-esteem, and environment, as it relates to delinquent behavior. The statistical tests used in this study were frequency distribution, percentages, cross-tabulation, and Chi-Square. The average score of each variable was compared in relation to each participant's delinquent behavior.

The data were collected then coded, analyzed and computed on the SPSS-PC statistical package. The chi-square analysis was used to examine the differences between the variables.

This chapter provided a discussion of the setting and sample and the reliability and validity threats that manifested as the study progressed. It also provided an in depth description of the tools of measurement, the type of design notation, procedures of the study, and the approach to the analysis of the data that were collected. The next chapter presents the study's findings. For this research, tables and graphs were chosen to portray what was included in the frequency and descriptive analysis, as well as, the chi-square test.

CHAPTER FIVE

PRESENTATION OF FINDINGS

This chapter presents the findings of this study. This section includes the demographics of the participants, as well as, the results of their responses to the questionnaire.

Demographics

All 30 of the participants were incarcerated youths at a local youth detention center. All of the participants were African-American males, between the ages of 13 and 15. Specifically, 11 participants were 13 years old, 11 were 14 years old, and 8 were 15 years old.

The sample included 5 participants who completed the fourth and fifth grades, 13 who completed sixth and seventh grades, 9 who complete eight and ninth grades, and 3 who had completed tenth and eleventh grades.

This information is included in Table 1, which shows the demographics of the sampled population by variables: age, gender, ethnic background, and the last grade completed. It reflects the number by frequency and percentage of the sample population.

Table 1

Demographics (n=30)

Variables	Frequency	Percentages
Age		
13	11	36.7%
14	11	36.7%
15	8	26.7%
	30	100.0%
Gender		
Male	30	100.0%
Ethnic Background		
African-American	30	100.0%
Last Grade Completed		
4-5	5	16.7%
6-7	13	43.3%
8-9	9	30.0%
10-11	3	10.0%
	30	100.0%

Table one shows that age 13 represent 36.7% of the sample, age 14 represent 36.7% of the sample, and age 15 represent 26.7% of the sample. All of the participant's

were 100.0% males. All of the participant's were 100.0% African-American. The last grade completed were 16.7% who completed grades 4th-5th of the sample population, 43.3% of the sample population completed grades 6-7th, 30.0% showed to have completed grades 8th- 9th, and 10.0% of the sample completed grades 10th-11th. The table illustrates these data by showing the variables, frequency, and percentages as it relates to this study. Tables 2-8 shows the participants association with delinquent peers, table 9 shows the participants involvement with positive friends, table 10 shows the participants involvement with trouble for delinquent behavior, table 11 shows if participant feels that they should change their circle of friends, tables 12-14 and tables 17-18 shows parental involvement with participants, tables 15 and 16 shows the participants environment, tables 19-24 show participants self-esteem (Appendix E).

Variables

The variables in this study were peer pressure, parental involvement, environment, and self-esteem. The findings on each variable are presented in chapter 5 of this study.

Peer Pressure

Among the 30 participants whose information was analyzed in order to display these results, 19 participants (63.3%) answered yes to question number 5, regarding they cut school because their friends cut school. Of the 30 participants, 36.7% indicated that they did not cut school because of their friends. Results revealed a chi-square score of 2.133 and the degree of freedom (df) = 1. This indicates that there is no significance

difference in those who participated in delinquent behavior than those who did not, by cutting school with friends. This information is displayed in figure 1.

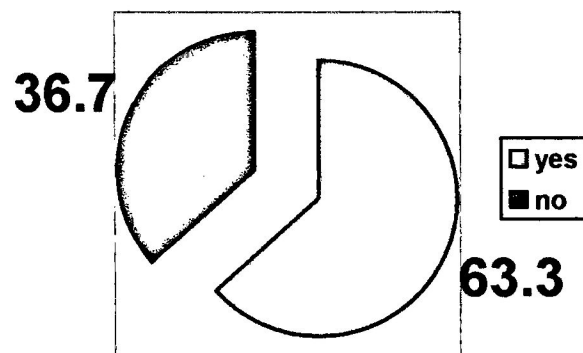


Figure 1. Cut School Because Friends Cut School

Of the 30 participants, 19 (63.3%) indicated that they had been suspended with friends for cutting school, and 11(36.7) indicated that they had not been suspended from school with friends for cutting school. The chi-square score displayed 2.133 and degree of freedom (df) = 1. This indicates that there is no significance difference. This information is displayed in figure 2.

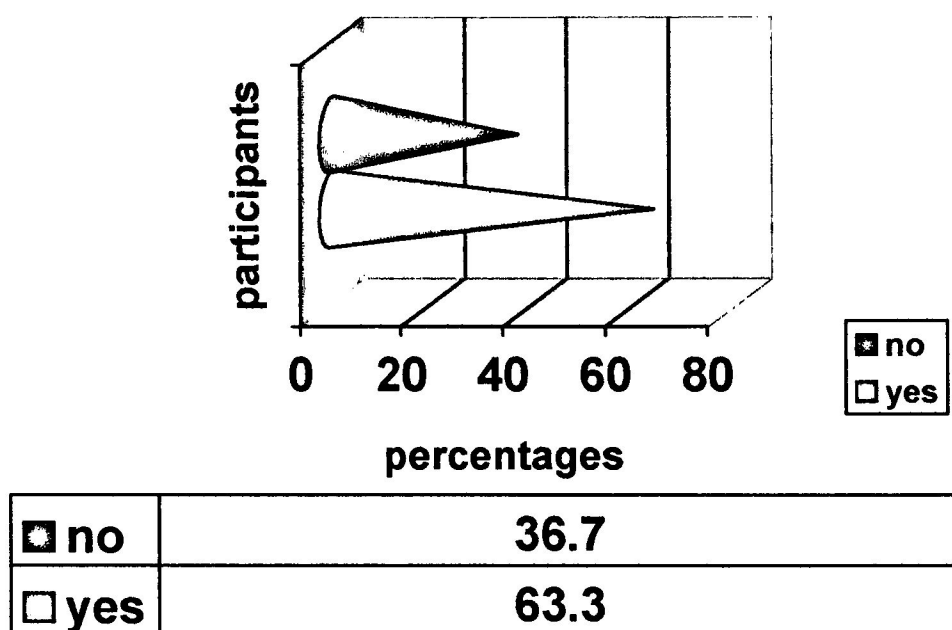


Figure 2. Suspended With Friends for Cutting School

Have you smoked marijuana (weed) and/or cigarettes with your friends because they were doing it, 15 (50%) participants indicated that they had smoked marijuana or cigarettes because their friends were doing it, 15 (50%) participants indicated that they had not smoked marijuana or cigarettes because their friends were doing it. The chi-square score displayed .000 and degree of freedom (df) = 1. This indicates that there is no significant difference in those participants who smoked marijuana or cigarettes because their friends were doing it and those who did not.

Parental Involvement

The majority (73.3%) of the participants answered yes, that their parent(s) were very involved in their lives. A smaller number of the participants (26.7%) answered no, that their parents were not very involved in their lives. The chi-square score displayed

2.133 and degree of freedom (df) = 1. This indicates that there is no significance difference. This is shown in figure 3.

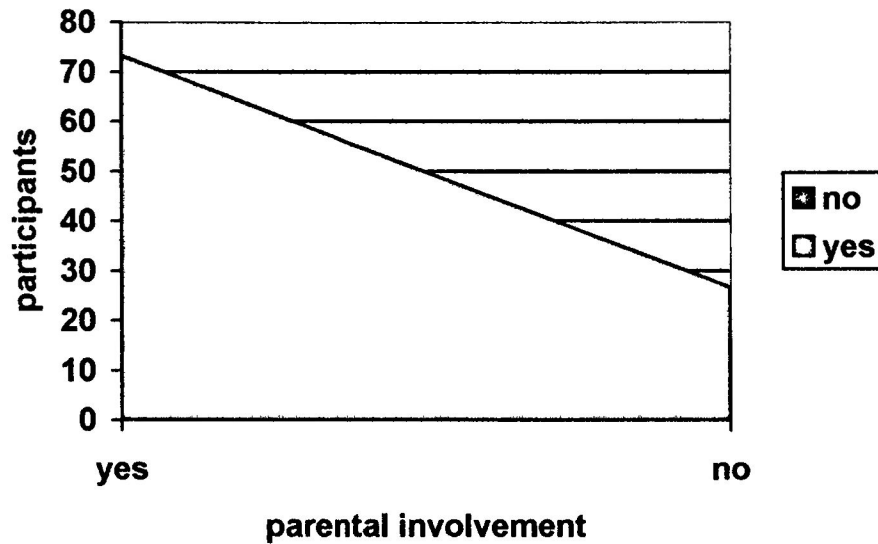


Figure 3. My Parent(s) are Very Involved in My Life

Almost all of the participants' (76.7%) answered yes that they have a good relationship with their parent(s). The remaining sample of (20.0%) answered that they did not have a good relationship with their parent(s). The chi-square score 26.600 and degree of freedom (df) = 2. This indicates that although the participants' were involved in delinquent behavior, it had no significance difference with parental involvement. This is shown in figure 4.

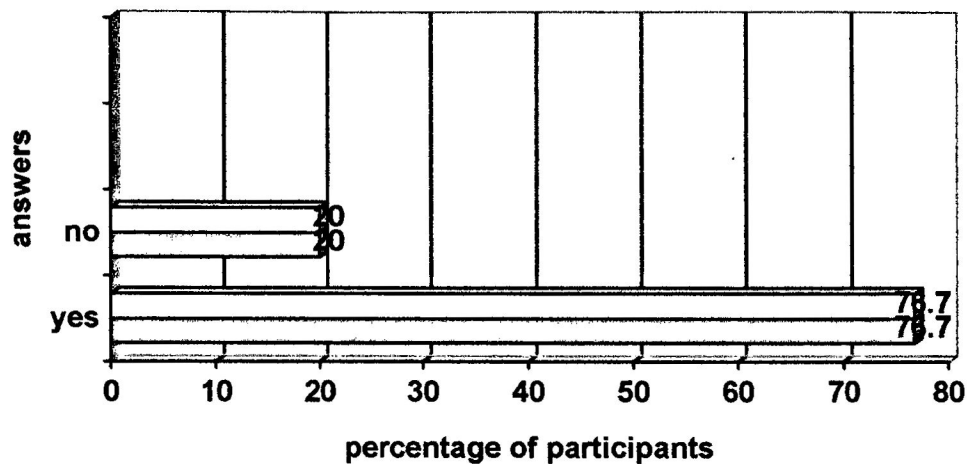


Figure 4. I Have a Good Relationship with My Mother, Father, Caretaker

Environment

Of the 30 participants, 23 (76.7%) answered that they live in a positive environment, 5 (16.7%) answered that they live in a negative environment, and 3 (6.7%) did not answer this question. The chi-square score 8.667 and degree of freedom (df) = 3, results indicates there is no significance importance. This is displayed in figure 5.

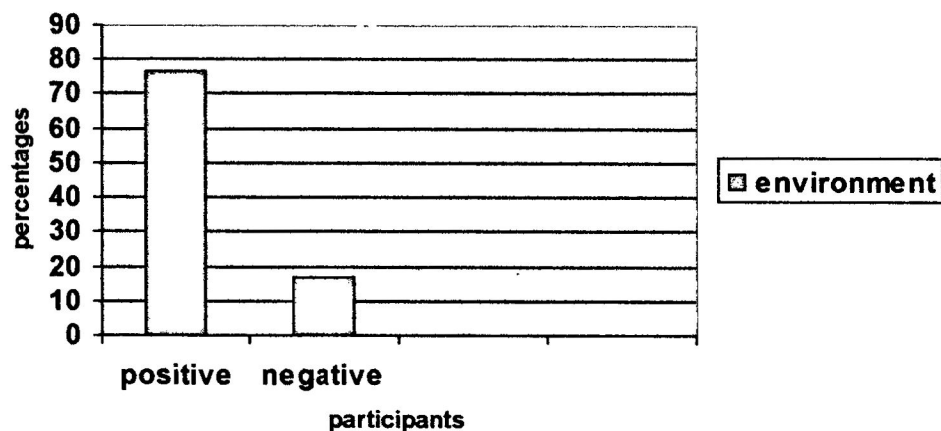


Figure 5. Participant's Living Environment

Self-esteem

Fifty percent (50.0%) “Strongly Agreed” that that they have a positive attitude toward themselves, 43.3% of the participants “Agreed” that they have a positive attitude toward themselves, 6.7% “Strongly Disagreed” that they do not have a positive attitude toward themselves, and there were no responses to “Disagreed” by participants as to having a positive attitude toward myself. The chi-square score 9.800 and degree of freedom (df) = 2. This indicates that there is no significance importance. These results are displayed in figure 6.

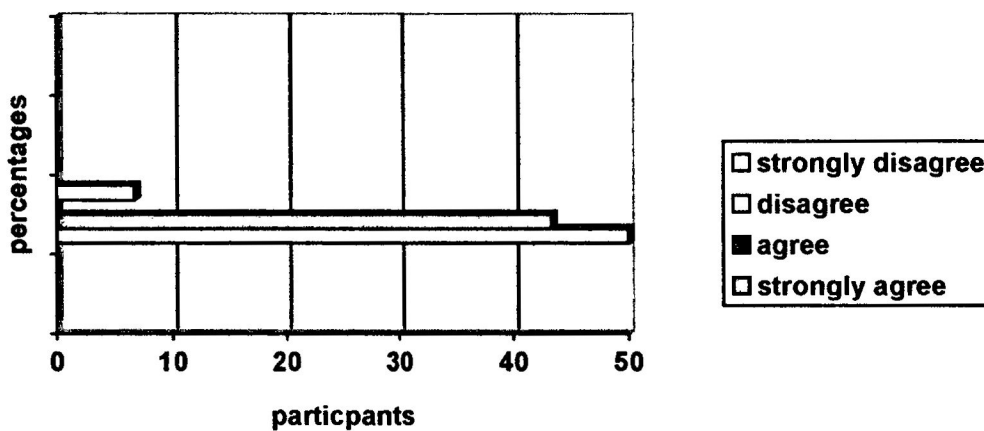


Figure 6. Positive Attitude Toward Myself

The purpose of this study was to investigate if African-American male adolescents participated in delinquent behavior through peer pressure. It was expected that self-esteem and parental involvement would prove to be integrally related to delinquent behavior among this population.

Though the results showed no significant correlation between delinquent behavior and parental involvement, the results did show that there is a relationship between

delinquent behavior and peer pressure. Furthermore, the results showed that there was no significant difference, as it relates to environment, and their delinquent behavior. Lastly, the results showed that there was no significant difference, as it relates to self-esteem, and their delinquent behavior, which suggests that there must be variables other than peer pressure which contributes to this group's decision to participate in delinquent behavior.

This chapter presented an in depth discussion of the analyzed results of the data collected in this study. The results showed that, despite the participants feeling to not be easily influenced by friends to do wrong, a majority of participants participated in delinquent behavior as a result of peer pressure. In the following chapter findings of this study will be discussed as they relate to the literature discussed in Chapter 2, the conceptual framework, and the study's hypothesis.

CHAPTER SIX

DISCUSSION OF FINDINGS

The chapter presents a discussion of the findings of this study and how those findings compared to studies previously done in the area. It also provides the reader with a discussion of further research that might be needed in this area based on the results of this study.

The findings of this study showed that parental involvement and environment had no significant affect on the participants decision to participate in delinquent behavior. It further showed that self-esteem would not prove to be a major factor in delinquent behavior. These findings proved to be true in this study, however, it stated that peer pressure would be a major factor in delinquent behavior.

It was hypothesized in this study that parental involvement, environment, and self-esteem would differ between each other in values. The research findings did not support the hypothesis. The two groups were compared on four demographic areas: age, gender, ethnicity, and last grade complete. The sample consisted of African-American male adolescents between the ages of 13 and 15. The majority indicated that they had a good relationship with their parent(s), resided in a positive environment, and, on a whole, were very satisfied with themselves. This may have had a significant affect on the results of the study. Had it been found that many of the participants did not have a good relationship with their parent(s), different results may have been produced.

Direction for Further Research

Although there appears to be no significant statistical relationship between parental involvement, environment, and self-esteem, there are still additional areas that are in need for further research. For example, one area is age. A person's decision to participate in delinquent behavior is generally established at an early age. Further research needs to be done with the older adolescent population.

A larger sample size may need to be used to obtain a better representation of the African-American male adolescent population. This may affect the results in hopes to support the hypothesis. It is further recommended that the sample be from a residential area rather than a facility.

Limitations of the Study

Several limitations should be considered when interpreting the results of this study. First, the sample size and composition could pose threat to the external validity. Second, comparison with another Youth Detention Center may have provided more accurate results, and the examination of other variables may have provided an overall affect on delinquent behavior among African-American male adolescents.

The majority of the studies available focused on delinquency as it relates to peer pressure, school, and attachment to parents/family. Most of the literature identified as useful for this study focused on association with deviant peers as a major contributor to delinquent behavior. Peer association was also identified in many of the studies reviewed as a major contributor to delinquency risk-taking. Another gap in the literature may be

attributed to the misconception that African-American male adolescents were perceived as an “at risk group”. In addition, there were no historical views found to incorporate into this study, which may be attributed to delinquent behavior being perceived as an African-American epidemic. Although the different studies presented a wide array of ideas, the present findings strongly support the view that peer relationship problems during middle childhood do not lead to an increased risk of deviant peer involvement in African-American male adolescents.

Implications for Social Work Practice

In this chapter, a detailed discussion regarding the implications of this study to the field of social work, as it relates to the roles and responsibilities of social workers. There is also some discussion of related areas that need further investigation.

The purpose of this study was to examine whether parental involvement, environment, and self-esteem influenced the decision of African-American male adolescents to participate in delinquent behavior. It was further examined whether peer pressure has an influence on African-American male adolescents’ decision to participate in delinquent behavior. Although the results of the study, as it relates to parental involvement, environment, and self-esteem were not conclusive, they indicated a need for further research in the area and suggested that social work practitioners explore other avenues in delinquency prevention.

Adolescent delinquent behavior is a challenge to society and especially to parents, teachers, and other professionals. There is a growing need to prevent or reduce the risk of initiation in an effective way to prevent delinquent behavior. The current study

showed that family and peer association should be important targets of preventive efforts. The effort to prevent delinquent behavior should start early and continue into the 20's and should consider risk factors in hopes of controlling this issue. Parental involvement should be a focus during early and middle adolescence and association with delinquent peers should be a focus during middle and late adolescence, environment, and self-esteem are also important factors throughout adolescence.

It is important that social workers use information, such as the results of this study and studies similar to this one, to reach the enormously diverse population of African-American male adolescents. Their knowledge of the importance of factors on decision-making, as well as, their knowledge of the fact that one must change thought in order to change behavior, could prove to be invaluable in planning new and effective tactics when dealing with African-American male adolescents and delinquent behavior.

Social workers, working along side with juvenile justice officials and parents, can use the information gained from this study to implement interventions to cease and/or control delinquent behavior. It is important that social workers continue to contribute to the area of research on delinquent behavior among African-American male adolescents from a professional perspective, so that studies exist to couple their efforts to create new and innovative initiatives.

APPENDIX A: APPROVAL LETTER

Gregory S. Maxey, Acting Commissioner



DEPARTMENT OF JUVENILE JUSTICE

3408 Covington Highway, Decatur, Georgia 30032
Telephone: (404) 508-6500, Fax: (404) 508-7289

January 6, 2004

Anjonette Breaux
515 Fairburn Road
Atlanta, GA 30331

Dear Ms. Breaux,

We are in receipt of your request regarding your research on an exploratory study on the contributing factors of delinquent behavior associated with peer pressure among African American male adolescents. This letter, along with the required adjustments, serves as official permission to conduct such research. Before you proceed, please acknowledge acceptance of adjustments by signing attached acceptance form and faxing it to Doug Engle at (404) 508-7291.

We are looking forward to the results of this study. If we can be of further assistance, please do not hesitate to contact Doug Engle, Director of the Office of Technology and Information Services, at (404) 508-7220.

Sincerely,


Gregory S. Maxey
Acting Commissioner

B: ACCEPTANCE FORM

Georgia Department of Juvenile Justice Required Adjustments before Proceeding with Research
Acceptance Form

Research Thesis Request for Anjonette Breaux

I, Anjonette Breaux, agree to the following while performing research at Metro RYDC:

- Correct spelling and grammatical errors
- Do not have names of youth on questionnaire
- DJJ will be able to read the report before it is submitted
- Questionnaire will be destroyed following completion of study
- Suggest changing many of the question response choices from True/False to Yes/No because of the wording of many of the questions.

Accept conditions

Anjonette Breaux

Anjonette Breaux

Doug Engle
Doug Engle
OTIS Director

1/12/04
Date

1/12/04
Date

APPENDIX C: QUESTIONNAIRE

The purpose of this questionnaire is to obtain information about peer pressure as it relates to delinquent behavior.

Directions: **Please fill out the following questionnaire to the best of your ability.** Do not sign your name to the questionnaire

1. How old are you (circle one):

1. 13

2. 14

3. 15

2. What is your gender (circle one):

1. male

2. female

3. What is your race (circle one):

1. African-American

2. Caucasian

3. Hispanic

4. Other

APPENDIX C: CONTINUED

4. What was the last grade you complete (circle one):
1. 4th-5th
 2. 6th-7th
 3. 8th-9th
 4. 10th-11th
5. Have you ever cut school because your friends cut school (circle one):
1. yes
 2. no
6. Have you ever been suspended with friends for truancy (cutting school) (circle one):
1. yes
 2. no
7. Have you had any fights at school or in your neighborhood because your friends were involved (circle one):
1. yes
 2. no
8. Do you use inappropriate language (curse words) when talking with your friends because they use inappropriate language when they talk to you (circle one):
1. yes
 2. no

APPENDIX C: CONTINUED

9. Do you feel you are easily influenced by your friends to do wrong (circle one):

1. yes

2. no

10. Have you smoked marijuana (weed) and/or cigarettes with your friends because they were doing it (circle one):

1. yes

2. no

11. Have you drunk any alcoholic beverages with your friends because they were drinking (circle one):

1. yes

2. no

12. Do you feel your friends are positive people to hang around (circle one):

1. yes

2. no

13. Have you been involved with juvenile court for delinquent behavior (circle one):

1. yes

2. no

14. Have you ever got in trouble for delinquent behavior because you were doing what your friends were doing (circle one):

1. yes

2. no

APPENDIX C: CONTINUED

15. I feel that I should change my circle of friends (circle one):

1. yes
2. no

16. Which parent(s) lives in your home with you (circle one):

1. mother
2. father
3. grandparent
4. other

17. Who would you say spend the most amount of time with you (circle one):

1. mother
2. father
3. grandparent
4. other

18. When you need help with your homework or have questions who do you turn to for help (circle one):

1. mother
2. father
3. both
4. other

19. I have a good relationship with my mother, father, or caretaker (circle one):

1. yes
2. no

APPENDIX C: CONTINUED

20. Are your parents (circle one):

1. married
2. divorced
3. separated
4. never married

21. What is your parent(s) educational level (circle one):

Mother: grade school (1), middle school (2), high school (3), college (4),

don't know

Father: grade school (1), middle school (2), high school (3), college (4),

don't know

22. What kind of environment do you live in (circle one):

1. low income housing
2. apartments
3. house

23. Would you say the environment you live in is (circle one):

1. positive
2. negative

24. My parent(s) work everyday to take care of me (circle one):

1. yes
2. no

APPENDIX C: CONTINUED

25. My parent(s) are very involved in my life (circle one):

1. yes
2. no

26. I feel that I am a good person (circle one):

1. strongly agree
2. agree
3. disagree
4. strongly disagree

27. I feel that I am a failure (circle one):

1. strongly agree
2. agree
3. disagree
4. strongly disagree

28. I feel that my parent(s) are proud of me (circle one):

1. strongly agree
2. agree
3. disagree
4. strongly disagree

APPENDIX C: CONTINUED

29. I do not have much to be proud of about myself (circle one):

1. strongly agree
2. agree
3. disagree
4. strongly disagree

30. I have a positive attitude toward myself (circle one):

1. strongly agree
2. agree
3. disagree
4. strongly disagree

31. On a whole I am satisfied with myself (circle one):

1. strongly agree
2. agree
3. disagree
4. strongly disagree

Thank you for your time

APPENDIX D: INFORMED CONSENT FORM

The objective of this study is to gain insight as to why African-American male adolescents participate in delinquent behavior, as well as, gain insight into the frequency of peer pressure being a major influence. The results will be used to further assess research on delinquent behavior among this population. This research serves as part of the requirement needed to obtain a Masters degree in Social Work for Clark Atlanta University located in Atlanta, Georgia.

The study will be anonymous and participants will be asked to answer all questions. The questionnaire will make inquiries about such things as the participant's peer association, delinquent behavior, environment, and self-esteem.

Please understand that there are no foreseeable risks involved in this study. If at any time you feel uncomfortable with a question or any of the subject matter, feel free to speak with the facilitator.

If you agree to voluntarily take part in this study please sign and date two copies of this document. Turn one in and keep one for your record.

Signature: _____

Date: _____

APPENDIX E: TABLE FOR VARIABLES

Variables

Table 2

Cut class	Frequency	Percent
Yes	19	63.3%
No	11	36.7%
		100.0%

Table 3

Suspended with friends	Frequency	Percent
Yes	19	63.3%
No	11	36.7%
		100.0%

Table 4

Fights	Frequency	Percent
Yes	25	83.3%
No	5	16.7%
		100.0%

APPENDIX E: CONTINUED

Table 5

Inappropriate language	Frequency	Percent
Yes	18	60.0%
No	12	40.0%
		100.0%

Table 6

Wrong b/c of friends	Frequency	Percent
Yes	9	30.0%
No	21	70.0%
		100.0%

Table 7

Smoke marijuana	Frequency	Percent
Yes	15	50.0%
No	15	50.0%
		100.0%

APPENDIX E: CONTINUED

Table 8

Drink alcohol	Frequency	Percent
Yes	3	10.0%
No	27	90.0%
		100.0%

Table 9

Positive friends	Frequency	Percent
Yes	15	50.0%
No	15	50.0%
		100.0%

Table 10

Trouble for delinquent behavior	Frequency	Percent
Yes	18	60.0%
No	12	40.0%
		100.0%

APPENDIX E: CONTINUED

Table 11

Change circle of friends	Frequency	Percent
Yes	11	36.7%
No	19	63.3%
		100.0%

Table 12

Spend most time with	Frequency	Percent
Mother	7	23.3%
Father	4	13.3%
Both	8	26.7%
Grandparent	7	23.3%
Other	4	13.3%
		100.0%

APPENDIX E: CONTINUED

Table 13

Help with homework	Frequency	Percent
Mother	11	36.7%
Father	3	10.0%
Both	7	23.3%
Other	7	23.3%
No answer	2	6.7%
		100.0%

Table 14

Good relationship with mother/father/caretaker	Frequency	Percent
Yes	23	76.7%
No	6	20.0%
No answer	1	3.3%
		100.0%

APPENDIX E: CONTINUED

Table 15

Environment live-in	Frequency	Percent
Low income	9	30.0%
Apartments	8	26.7%
House	12	40.0%
No answer	1	3.3%
		100.0%

Table 16

Environment	Frequency	Percent
Positive	23	76.7%
Negative	5	16.7%
No answer	2	6.7%
		100.0%

Table 17

Parent(s) work	Frequency	Percent
Yes	20	66.7%
No	10	33.3%
		100.0%

APPENDIX E: CONTINUED

Table 18

Parents involvement	Frequency	Percent
Yes	22	73.3%
No	8	26.7%
		100.0%

Table 19

Good person	Frequency	Percent
Strongly agree	24	80.0%
Agree	5	16.7%
Disagree	1	3.3%
		100.0%

Table 20

I am a failure	Frequency	Percent
Strongly agree	1	3.3%
Agree	6	20.0%
Disagree	11	36.7%
Strongly disagree	12	40.0%
		100.0%

APPENDIX E: CONTINUED

Table 21

Parent(s) proud of me	Frequency	Percent
Strongly agree	8	26.7%
Agree	8	26.7%
Disagree	8	26.7%
Strongly disagree	6	20.0%
		100.0%

Table 22

Proud about myself	Frequency	Percent
Strongly agree	4	13.3%
Agree	10	33.3%
Disagree	11	36.7%
Strongly disagree	5	16.7%
		100.0%

APPENDIX E: CONTINUED

Table 23

Positive attitude	Frequency	Percent
Strongly agree	4	13.3%
Agree	23	46.7%
Disagree	10	33.3%
Strongly disagree	2	6.7%
		100.0%

Table 24

Satisfied with self	Frequency	Percent
Strongly agree	13	43.3%
Agree	8	26.7%
Disagree	6	20.0%
Strongly disagree	3	10.0%
		100.0%

REFERENCES

- Agnew, R. (1991). A longitudinal test of social control theory and delinquency. Journal of Research in Crime and Delinquency, 28; 126-156.
- Baumrind, D. (1991). Parenting styles and adolescent development. Encyclopedia of Adolescence, 2, 746-758.
- Bukowski, W. (1991). Popularity and friendship: Issues in theory, measurement, and outcome. Peer Relationships in Child Development, 15-45.
- Center for Disease Control and Prevention. (2000). Youth risk behavior surveillance. Morbidity and Mortality Weekly Report, 49, 1-96.
- Elliott, D. (1996). The effects of neighborhood disadvantage on adolescent development. Journal of Crime and Delinquency, 33, 287-293.
- Fergusson, D. M., & Horwood, L. J. (1999). Prospective childhood predictors of deviant peer affiliations in adolescence. Journal of Child Psychology and Psychiatrist, 40(4), 581-592.
- Gale Encyclopedia, (1998). Library of Congress Cataloging in Publication data.
- Gibbs, J. T., Brunswick, A. F., Conner, M. E., Dembo, R., Larson, T.E.,(1998). Young, black, and male in America: An endangered species. Dover, MA: Auburn House.
- Giordano, P.C. (1987). Friendships and delinquency. American Journal of Sociology, 91, 1170-1202.

Gottfredson, M. (1990). *A General Theory of Crime*. Stanford: Stanford University Press.

Griffen, K.W., Scheier, L.W., Diaz, T., & Miller, N. (1999). Parenting practices as predictors of substance abuse, delinquency and aggression among urban minority youth: Moderating effects of family structure and gender. Journal of Psychology of Addictive Behaviors, 14, 174-184.

Hairston, C. (1998). The forgotten parent: Understanding the forces that influence incarcerated fathers relationship with their children. Child Welfare, 77, 617-638.

Hirshi, T. (1969). *Causes of Delinquency*. Berkeley: University of California Press.

Jackson, C., Henricksen, L., & Foshee, V. A. (1998). The Authoritative Parenting Index: Predicting health risk behaviors among children and adolescents. Health Education and Behavior, 25, 319-337.

Loeber, R., & Hay, D. (1997). Key issues in the development of aggression and violence from childhood to early adulthood. Annual Review of Psychology, 48, 371-410.

Males, M. (1998). Five myths and why adults believe they are true. *The New York Times*, G9.

McAdoo, H.P. (1998). African-American families: strengths and realities. Resiliency in African-American families, 21, 17-30.

McLoyd, V., (1994). Unemployment and work interruption among African-American single mothers: Effects on parenting and adolescent socioemotional functioning. *Child Development*, 65, 562-589.

Mincy, R.B., (1994). Nurturing young black males: Challenges to agencies, programs, and social policy. Urban Institute. Washington, D.C.

Paschall, M. (2001). African-American male adolescents involvement in the Criminal Justice System. The criterion validity of self-report measures in a prospective study. Journal of Research in Crime and Delinquency, 38, 174-187.

Porter & Washington, (2001). Pathways from childhood to adult life. Journal of Child Psychology, 209-237.

Quay, H.C. (1997). Early adolescence and its conflict. Group identity versus alienation.. Journal of Adolescence, 11, 287-293.

Rodney, E. (2001). The home environment and delinquency. *Families in Society*, 80, 551.

Snyder, H., & Sickmund, M. (1999). Juvenile offenders and victims update. Office of Juvenile Justice and Delinquency Prevention. Washington, D.C.

Sutherland, E. (1939). *Principles of Criminology*. Philadelphia, Lippincott.

Thornberry, T. (1987). Toward an interactional theory of delinquency. Criminology, 25, 863-891.

U.S. Department of Justice. (200). Report on minor children who have a mother or father in prison. Washington, D.C. Department of Justice, Bureau of Justice Statistics.

Warr, M., & Stafford, M. (1991). The influence of delinquent peers: What they think or what they do? Criminology, 29, 851-865.